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THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

PROCEEDINGS OF THE FIFTH ANNUAL MEETING, CHICAGO, ILLINOIS, NOVEMBER 25-27, 1915

The fifth annual meeting of the National Council of Teachers of English was held at the Auditorium Hotel in Chicago during the Thanksgiving recess. This was the fourth meeting to be held at this place. The first was at the Great Northern Hotel, also in Chicago. The distinctly new feature this year was a luncheon for those immediately concerned with the preparation of high-school teachers of English. The attendance was fully equal to that of last year.

BUSINESS

The Board of Directors held two meetings as usual. The new Board met at four o'clock on Thursday afternoon, November 25, with the following in attendance: Nathaniel W. Barnes, Laura Benedict, Emma J. Breck, C. C. Certain, Edwin Fairley, Adah G. Grandy, Edwin M. Hopkins, James F. Hoscic, E. H. K. McComb, May McKitrick, Edwin Mims, A. E. Minard, and Irvah L. Winter. The minutes of the meetings of 1914 were read and approved (see the *English Journal* for January, 1915, pp. 49 and 50). The treasurer, C. C. Certain, reported a balance of \$447.71. His report was referred to an auditing committee composed of Directors Minard and Benedict.

The question of increasing the annual dues was discussed briefly and dismissed as unnecessary at the present time. If it should be thought wise to issue printed lists of the members or other special documents, this can be accomplished by means of supplements to the *English Journal*.

As to admission by ticket, two plans were proposed: (1) admission by ticket to all meetings, (2) admission by ticket either to the general sessions or to the section meetings. It was moved and seconded that admission to the annual meeting be by ticket, either the regular membership ticket or a single admission ticket to be sold for twenty-five cents, it being understood that this plan shall be put into operation in November, 1916, and that it shall be properly announced in advance. The motion was carried.

As to special meetings, it was moved and seconded that meetings of the Council be held at Detroit in February, 1916, in connection with the Department of Superintendence of the National Education Association, and at New York City in July in connection with the annual meeting of the National Education Association itself. The motion was carried.

As to the publication of reports to be completed during the coming year, it was moved and seconded that the reports of the Joint Committee of Thirty on the High-School Course in English and of the Committee on the Preparation of College Teachers of English be referred to the Executive Committee for approval before publication. The motion was carried.

As to the Public Speaking Section, it was informally agreed that the future of the section shall depend primarily upon the wishes of the members of it. Director Winter was requested to make clear to the members of the section that the Council is ready to continue it as heretofore or to assimilate the members among the other sections in accordance with the wishes of those present at the fifth annual meeting.

An invitation to hold the next annual meeting of the Council in New York City was extended by Director Fairley. This was referred by motion to the new Board of Directors. It was pointed out that the final decision will lie with the Executive Committee in accordance with the constitution.

Upon motion, a nominating committee was appointed to suggest persons to fill ten vacancies on the Board of Directors and also persons to fill the offices for the ensuing year. This committee was composed of Director Barnes, chairman, and Directors McKittrick and Winter. The members of the Board of Directors whose terms expired were the following: Franklin T. Baker, Laura Benedict, W. J. S. Bryan, Archie J. Cloud, Adah G. Grandy, Edwin M. Hopkins, May McKittrick, Edwin Mims, Ernest C. Noyes, Elmer W. Smith.

The annual business meeting of the Council was held at 4:30 on Friday afternoon, November 26. The auditing committee reported that the books of the Treasurer had been examined and found to be correct. The report was accepted. The nominating committee reported the following for membership on the Board of Directors for a term of three years: Allan Abbott, Teachers College, Columbia University; Alfred M. Hitchcock, Public High School, Hartford, Connecticut; Edwin M. Hopkins, University of Kansas; Cornelia Steketee Hulst, Central High School, Grand Rapids, Michigan; Eleanor Lally, School of Education,

University of Chicago; Calvin L. Lewis, Hamilton College, Clinton, New York; Louise Pound, University of Nebraska; Joseph M. Thomas, University of Minnesota; Elise Timberlake, Industrial Institute and College, Columbus, Mississippi; W. H. Wilcox, State Normal School, Baltimore, Maryland. On motion of Mr. Fairley, the Secretary was instructed to cast the unanimous vote of the Association for these persons as directors for the term of three years. The motion was seconded and carried.

The Secretary reported that the Board of Directors had voted to recommend an amendment to the constitution providing for a sliding scale of dues for collective membership as follows: for associations having less than 100 members, \$2.50; 100, but less than 200, \$5.00; 200 or over, \$10.00. Representation would remain as before and there would be no change, it was understood, in the matter of *English Journal* clubs. The recommendation was unanimously adopted. (The amendment was itself amended at the meeting on Saturday morning. See p. 38.)

In behalf of the New York City Association of Teachers of English, Charles R. Gaston presented the invitation of that Association to the National Council to hold its next annual meeting in New York City. This suggestion was discussed at length, it being pointed out that the Board of Directors had already arranged to hold a special meeting in New York in July, 1916; that to take the annual meeting to New York City might mean a complete change of policy so as to cause the Association to move about from place to place instead of having a permanent home; that the annual meeting of the Council is not in any sense a convention or a mass meeting, but a body of representatives. To this it was rejoined that there are many associations of teachers of English in the East, and that there is great need of a better understanding between the East and the West, and that the coming of the Council to New York City would be of very great benefit to eastern teachers. The matter was left without formal action, since the decision rested with the Executive Committee.

Immediately after the adjournment of the business meeting the new Board of Directors met and elected the following officers: President, Edwin M. Hopkins; First Vice-President, Edwin Fairley; Second Vice-President, Cornelia Steketee Hulst; Secretary, James F. Hosic; Treasurer, C. C. Certain; for members of the Executive Committee, Emma J. Breck and E. H. K. McComb. The officers will serve for a period of one year, the members of the Executive Committee for a period of

three years or until their terms as directors expire. Director Winter reported that the members of the Public Speaking Section had voted unanimously to continue their section meeting as heretofore.

On Saturday morning, November 27, a second business session was held at which the various actions of the Board of Directors were reported and statements were made by the chairmen of committees, as follows: Professor E. M. Hopkins, for the Committee on the Labor and Cost of English Teaching, reported progress. Several states have taken action looking to the cutting down of the size of English classes. Further publication of the results of the investigations of the committee will be deferred for a year or more. Professor J. W. Searson reported for the Committee on English in the First Six Years that the first step taken by his committee will be to collect definite information as to the several successful methods of teaching reading now in use in the United States. Professor James F. Hosic, for the Committee on the High-School Course, stated that an abstract of the report of this committee will be submitted to the Commission on Secondary Education at the end of February. As soon as this is approved, the entire report of the committee will be sent to the Bureau of Education for publication as a bulletin. It is expected that return post-cards will be mailed to all members of the Council, so that all who wish the report may secure it. Professor John M. Clapp, for the Committee on American Speech, reported that subcommittees are being formed to take up different aspects of the work. He urged the delegates present to rally the forces of their own communities for the sake of securing better care and instruction of little children. Physicians and social workers should be brought into co-operation to improve school conditions and correct and reform physical defects. A bibliography is in preparation which will make available the literature of the subject. He especially recommended Muckey's *Natural Method of Speech and Voice Production* as the best book now obtainable as a guide to speech improvement. He was followed by Professor Calvin L. Lewis, who told briefly how the authorities in New York state have been induced to impose requirements in oral expression upon teachers who seek to secure positions in the schools. He stated that a syllabus of oral English is about to be adopted by the State Board of Education in New York. Mr. Theodore B. Hinckley, for the Joint Committee on Plays, reported that the list of dramas suitable for presentation in school and college is in the press and will be ready for distribution shortly. He recommended a new committee to be constituted jointly by the National Council of Teachers of English and the Drama League of America to prepare a

shorter list carefully annotated as to the requirements of production. This suggestion was referred to the Executive Committee.

At the appropriate section meetings reports of other committees had already been given, as follows: at the Normal School Section, by W. H. Wilcox, the report of the Committee on English in the Normal Schools; at the College Section, by James F. Hosic, of the Committee on the Preparation of College Teachers of English, and at the dinner of delegates, of the Committee on Publicity, by W. W. Hatfield.

Resolutions were offered as follows:

By Professor F. N. Scott:

Resolved, That the National Council of Teachers of English approves the movement to raise the academic standard of the profession of journalism and therefore recommends to secondary-school authorities that no student be encouraged to enter the newspaper profession without further academic training than is afforded by the secondary school. [Adopted.]

By Professor J. W. Searson:

Resolved, That we, the members of the National Council of Teachers of English, desire to express our sincere appreciation of the faithful work done by the officers of the Association. We appreciate the foresight and skill of President E. H. K. McComb in planning this meeting, and the excellent generalship of President McComb and his associates in conducting and in directing the work of all the sessions.

In token of our high personal and professional appreciation of the splendid constructive work of Secretary James Fleming Hosic, we desire to commend unreservedly his efficient work in unifying the activities of English teachers and that of the various English associations throughout the country, and in shaping the larger policies of the National Council of Teachers of English. [Adopted.]

By Mr. Edwin Fairley:

Resolved, That a committee on Economy of Time in English Teaching be appointed by the National Council of Teachers of English to which shall be referred the matter of grammatical minima and any other similar matters which may have to do with economy of time in the teaching of English. [Adopted.]

By Professor Edwin M. Hopkins:

Resolved, That the National Council of Teachers of English approves the plan of library organization presented by Miss Emma J. Breck in her paper on "The Efficient High-School Library" and recommends that it be given the utmost publicity possible through our Publicity Committee, affiliated associations, the *English Journal*, and, if practicable, through a special committee appointed for the purpose by our Executive Committee to co-operate with the

Library Committee appointed by the Secondary Department of the National Education Association at its last meeting. [Adopted.]

The Secretary stated that on account of the small membership of many of the local associations it was deemed advisable to amend further the clause in the constitution relating to collective membership. He proposed that the scale adopted the day before be changed so as to read as follows:

The annual dues for associations of English teachers in class C, having not over 50 members, shall be \$2.50; for associations in class B, having over 50 but not over 150 members, shall be \$5.00; and for associations in class A, having over 150 members, shall be \$10.00.

It was moved and seconded that the amendment be adopted, and the motion was carried.

CONSTITUTION OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

I. NAME

This organization shall be known as the National Council of Teachers of English.

II. OBJECT

The object of the Council shall be to increase the effectiveness of school and college work in English.

III. OFFICERS AND MANAGEMENT

The management of the affairs of the Council shall be vested in a Board of Directors, not to exceed thirty in number, and in the officers chosen by the Board of Directors. At least one-half of the Board of Directors shall be delegates from associations of English Teachers.

The Directors shall be elected by the Council for a term of three years, provided, that at the first election one-third shall be chosen for one year, one-third for two years, and one-third for three years, and, provided further, that not more than three Directors shall be from the same state.

The Directors shall choose annually from their own number a President, two Vice-Presidents, a Secretary, and a Treasurer, who shall serve in these capacities both in the Council and in the Board. Except in so far as the Council may by vote limit its powers, the Board of Directors shall have full authority to manage the business and the properties of the Council, to fill vacancies in offices and committees, to make all necessary arrangements for meetings and for procuring of speakers, and to appropriate funds from the net balance in the treasury in payment for any services, rents, publications, or other expenses properly incurred in carrying out the work of the Council. But neither the Council nor any

officer or committee shall contract any indebtedness exceeding the net balance then remaining in the treasury. Requisitions must be signed by the Secretary and the Chairman of the Executive Committee.

Meetings of the Board of Directors shall be called by the Secretary at the direction of the President or at the request of three members of the Board. Seven members of the Board shall constitute a quorum.

The Board of Directors shall appoint from their own number, for a term of three years each, three members, who, with the President, the Secretary, and the Treasurer, shall constitute the Executive Committee. This committee shall direct the work of the Council under the general policy determined by the Board of Directors. The terms of the three members chosen shall be so arranged that one new appointment shall be made each year. Three members of the Executive Committee shall constitute a quorum.

IV. MEETINGS OF THE COUNCIL

The annual meeting of the Council shall be held at such place and time as the Executive Committee shall designate. Special meetings may be called at any time by the Executive Committee, or by petition, filed with the Secretary, of ten per cent of the membership of the Council.

V. MEMBERSHIP

Membership in the Council shall be of three kinds: Individual, collective, and associate. The individual membership shall consist of teachers and supervisors of teaching in active service; the collective membership, of associations of English teachers, each of such associations being entitled to one delegate for each one hundred members or fraction thereof; the associate membership, of persons other than teachers and supervisors who wish to be identified with the work of the Council. Only individual members and delegates of associations shall have the right to vote and to hold office.

Candidates for membership shall be passed upon by a Membership Committee of three, appointed by the Executive Committee. A unanimous vote of the Membership Committee shall be necessary for the election of a candidate.

The annual dues of the individual and associate membership shall be \$2.00, payable in advance at the beginning of the fiscal year. The annual dues for associations of English teachers in class C, having not over 50 members, shall be \$2.50; for associations in class B, having over 50 members but not over 150, shall be \$5.00; and for associations in class A, having over 150 members, shall be \$10.00. All individual and associate members shall be entitled to receive the publications of the Council without extra charge.

The fiscal year shall begin December first.

VI. RESIGNATIONS

Resignations must be made in writing and sent to the Secretary of the Council not later than January first in any fiscal year.

Members whose dues are not paid for the current fiscal year and who do not send in a written resignation by or before January first, provided two notices, at least, that the dues are payable have been mailed to such members, shall be dropped from the Council.

VII. AMENDMENTS

This Constitution may be amended by a two-thirds vote of the members present at any regular meeting of the Council, provided that at least one month's notice be given to each member of the nature of any proposed amendment or addition, such notice to be sent upon the order of the Executive Committee.

EXHIBITS

Two exhibits were arranged for, one on the High-School Library, by Miss Mary E. Hall, of New York City, and the other on the Ideal Classroom, by Miss Adah G. Grandy, of Highland Park, Illinois. The high-school library exhibit included a fine set of furniture installed by the Library Bureau, numerous illustrated editions of books for home reading, lists of selections, lantern slides, post-cards, etc. Miss Hall was assisted, as last year, by Miss Helene Dickey, librarian of the Chicago Normal College; Miss Irene Warren, formerly librarian of the School of Education, University of Chicago; and Miss Faith E. Smith, of the Children's Department of the Chicago Public Library. The exhibit of classroom appliances included a stereopticon by the McIntosh Company, a victrola, a literary map of England by Rand McNally & Co., and several pictures and blueprints of ideal classroom arrangements, typewritten lists of equipment, and other similar suggestive material. Miss Grandy was assisted by Willard M. Smith, of the State Normal School at White-water, Wisconsin, chairman of the Committee on Equipment of the Illinois Association of Teachers of English. The two exhibits attracted much attention and proved of very definite value to a large number of the members of the Council.

THE MEETING OF DELEGATES

From the very first the National Council of Teachers of English has been a truly representative body. Individuals from twenty states participated, either in person or by letter, in the meeting of organization which was held in the autumn of 1911. Never since has the representation fallen below that number. This year there were present at the dinner for delegates and officers the following: Emma J. Breck from California; A. E. Minard from North Dakota; Minnie J. Oliverson, E. R. Barrett, E. M. Hopkins, and J. W. Searson from Kansas; Louise Pound from Nebraska; J. M. Thomas and Alice M. Dickson from

Minnesota; Eleanor Sheldon, Josephine Henderson, Louise F. Encking, and F. G. Hubbard from Wisconsin; Joan Watkins, Alice L. Marsh, and Emma H. Scott from Michigan; A. B. Noble from Iowa; V. C. Coulter from Missouri; John M. Clapp, Adah G. Grandy, W. W. Hatfield, James F. Hosc, Florence U. Skeffington, and Isabel McKinney from Illinois; E. H. K. McComb, John B. Wisely, Nathaniel W. Barnes, and Frances Benedict from Indiana; Ida M. Windate and May McKittrick from Ohio; Edwin Mims from Tennessee; C. C. Certain from Alabama; Mary B. Fontaine from West Virginia; W. H. Wilcox from Maryland; Eugenia L. Aunspaugh from Virginia; Irvah L. Winter from Massachusetts; Edwin Fairley, Charles S. Hartwell, Charles R. Gaston, Adah G. Fox, Calvin L. Lewis, and Mary E. Hall from New York; Mary Sullivan from Pennsylvania.

Four principal topics were considered at this meeting. The first was that of the improvement of speech. Professor John M. Clapp, the vice-chairman of the committee, had arranged for a definite program to be presented by specialists. He stated that the committee was beginning its work slowly, trying to avoid doing the wrong thing. An attempt had been made at publicity, and through the efforts of R. L. Lyman, secretary, much publishing had been accomplished. The people were clearly ready for the movement and the papers eager to present items. Persons outside of the Council had been interested. The testimony of all was that the individual can improve his speech when he wants to. The committee believed that it was best to pay comparatively little attention to grown-up sinners and try instead to save the children. This can best be done by rallying all forces so as to provide better facilities. We must call to our aid the members of other professions. The problems of the singer are essentially the same as the problems of the speaker. All are working on the same children and can unite to prevent bad habits from appearing. He had gathered some remarkable impressions by visiting St. Thomas' Hospital in London and discovering what was done there by doctors and dentists for the improvement of speech conditions.

He then introduced a series of speakers, explaining that the first, Mr. Shirley Gandell, of the Cosmopolitan School of Music in Chicago, would present the theory of voice production which has been worked out by Dr. Floyd S. Muckey, of New York City. This Mr. Gandell did. In outline this theory is as follows:

Sound is air in motion.

Sound apparatus consists of two parts, a vibrator and a resonator, the latter being capable in certain cases of reinforcing tone to the extent of 600 per cent.

The muscles of the human vibrator are not voluntary, but the articulatory muscles are. Hence arises a sort of conflict between the two.

The resonating apparatus consists of the post-nasal space and back of the throat, on the one hand, and the cavity of the mouth on the other.

In speaking, we often fail to get any head resonance at all. Moreover, the fundamental of the tone is not so strong as it ought to be. The soft palate often gets in the way and cuts off as many as four of the eight upper over-tones.

The best form of practice is by humming, making an easy hum and then a series of short ones so softly that they are inaudible a short distance away. This brings about a gentle tension and relaxation of the muscles.

Mr. Gandell then illustrated his theory both by making sounds himself and by causing one of his pupils to do so. The effect in both cases was beautifully clear and free from the metallic sounds ordinarily caused by interferences, as in the case of putting your finger on a violin string.

The next speaker was Dr. Joseph G. Beck, of the Medical School of the University of Illinois. He admitted that medical men are generally bad speakers, that the tongue is allowed to interfere with the voice. The nasal chambers and sinuses in the case of people in general frequently become infected and once infected are likely to remain so. He mentioned the conditions of good speaking as follows: a good brain, good lungs supported by healthy physique, a room free from iron pipes and other interferences, good teeth. He described modern apparatus by which vocal cords are observed through a tube. In this way the action of the cords and the tongue can be photographed. X-rays may also be taken by putting bismuth on the base of the tongue and making photographs.

Dr. Beck was followed by Dr. Newton G. Thomas, Professor of Dental Surgery in Northwestern Dental College. He declared that the masticatory apparatus is very complex, not made up merely of teeth as is commonly taught. Its function is likewise highly complex. We must couple with the teeth the tongue and the muscles of the cheeks as well as the respiratory organs. We must, moreover, think of bone as not a hard impenetrable substance, but something like muscle and skin, connective tissue responsive to stimulus. The teeth are not a part of the osseous system but a remnant of the external skeleton of an earlier day.

He laid particular stress on the importance of the first teeth of the child as affecting permanent teeth and the shape of the cheek bones and jaw. Abnormalities are common because insufficient attention is paid to the first teeth, which are allowed either to stay too long or to be

removed too soon. The rear teeth are particularly important as preventing narrowing of the jaw and the retreating chin.

He spoke encouragingly of the advancement which is being made in the extension of dentistry. Some of the large firms like Sears, Roebuck & Co. maintain a regular dental department for the benefit of their employees. Schools are beginning to do the same. It would be well to agitate everywhere to bring this about.

Professor Clapp closed the discussion by emphasizing the points which the speakers had made and urging those present to go home to their own communities and organize plans for disseminating similar information.

The subject of the library in the school was then presented by Miss Mary E. Hall, of the Girls' High School in Brooklyn, New York. She told in a graphic manner of the gradual introduction of reading-rooms and librarians into the New York City schools. Investigations were made as to the work being done elsewhere and definite facts were presented to the Board of Education. In 1912 there were comparatively few libraries in the country and little interest in the subject; now ten state teachers' associations are taking definite action and local teachers' groups all over the country are doing the same.

Mr. C. C. Certain, who followed, spoke of the good results which had come from the home reading list prepared by a committee under the direction of Herbert Bates and hoped that the library report of the high-school committee would have a similar good effect. He spoke of the Library Committee of the Department of Secondary Education of the National Education Association and of the movement for better libraries in the South, and appealed for aid to all such committees. He proposed the following program: (1) Secure fixed appropriations. Do not depend on entertainments. (2) Get a trained librarian. Experts are required to handle library material as well as shop material. A person is needed who can make a cross-section of a library and present to others its possibilities. (3) See that the English teacher does his part. The English teacher can do more than any other to bring the children into correct relation to the library. Do not teach a one-book course, but show the connection of books with the life of today. This might be done as in the case of the study of *Hamlet*, in which his own pupils had gathered an enormous amount of material, prepared diaries, etc. (4) Have a student committee on the library to co-operate with the librarian and the teachers.

Miss Emma J. Breck was present and was called upon. She urged the delegates to work hard to secure better libraries. She said they

should start with \$50.00, if they had no more, and thus make a beginning without waiting for larger things. She described graphically how in her own case she had built a library by beginning with a few books in a case in the hall.

There followed general discussion in which Mrs. George B. Scott, of Grand Rapids, Michigan, inquired how a branch of the public library in the school could be managed. Miss Alice L. Marsh answered that the books should be sent over by request and pupils trained to use them. Miss Hall thought that the question of the relations of the public library was a debatable one. She was personally opposed to the branch library. Grown-ups would insist upon having their own kind of books, while what was wanted was books for the pupils and the school atmosphere. The library was really the laboratory of the whole school with an expert in charge. Newark, which had had a remarkably successful branch of the public library, had recently taken it over and made a high-school library out of it. Miss Breck spoke of one library in Oakland containing 9,000 volumes. She thought that what was wanted was co-operation between the public library and the schools and something more, namely, the real school library.

Miss Hall closed the discussion by stating that one of the principal schools in Buffalo, New York, was arranging for a library to contain 20,000 volumes. She thought this indicated the future of the high-school library.

Mr. W. W. Hatfield, of the Chicago Normal College, chairman of the Committee on Publicity, then made a short address in which he stated that abstracts of the papers to be read at the Council meeting would be at the service of delegates for publication in their home papers. He pointed out that the topics of chief importance were those relating to speech and to the library and suggested that each delegate might provide a resonator to reinforce the principal tones several hundred per cent.

Professor Noble, of Ames, Iowa, thought that the publication of the proceedings of the Council in full would be of assistance, but to this Mr. Edwin Fairley, of Jamaica High School, Jamaica, New York, replied that only the high lights were wanted by the people at home. The cream of the meetings had always appeared in the *English Journal* and he did not care what became of the skimmed milk. Other general suggestions were made as follows: Professor Thomas thought it might be possible to pro rate expenses to the meeting, to which Miss Breck replied she thought it would spoil the spirit. Mr. Winter wished to go on record as believing that there are competent teachers of speech. He feared that

Professor Clapp's remarks had left the impression that nothing can be done for the adult. Professor Noble wanted a list of experiments which are being carried on and it was pointed out that these were soon to be reported by the Committee on Scientific Investigation, of which Mr. Allan Abbott, of Teachers College, Columbia University, is chairman. Mr. Hartwell thought personal items should appear in the columns of the *English Journal*. He was reminded that there are 13,000 high schools in the United States and that the teaching force of these changes to the extent of $33\frac{1}{3}$ per cent each year.

There is no doubt that this meeting of the representatives of local associations was by far the most important yet held. Definite objects were set up and a definite program of action presented to be carried out in the local associations throughout the country. A list of these was read, and it appeared that of the forty-six on record about half are actively connected with the National Council as the central body. It was agreed that the new sliding scale about to be acted upon would probably make it possible for all, or nearly all, the associations in the United States to unite forces in one great organization. The delegates left the meeting feeling that this was one of the purposes to be carried out during the ensuing year.

THE ANNUAL DINNER

The annual dinner called out the social spirit as in former years. One hundred and fourteen persons were at the tables, among whom were several who have not missed one such occasion during the existence of the Council. Because of the evening sessions of the various sections there was time for little after-dinner speaking. It happened, however, by a lucky chance that Mr. Frank Lascelles, pageant-master from Oxford, England, was in the city and was induced to come to the dinner of the Council. After the dinner he spoke briefly but very happily concerning various pageants which he has conducted. Those who heard his description of the procession down the Avon will not soon forget it.

THE CONFERENCE ON THE TRAINING OF HIGH-SCHOOL TEACHERS

A very important step was taken this year by the Executive Committee of the Council in organizing a conference of those concerned with the preparation of high-school teachers of English. This took the form of a luncheon on Saturday at half-past twelve. Thirty persons were present, and under the leadership of the chairman, Miss Ellen F. Geyer,

of the State University of Iowa, carried on a lively informal discussion for two hours.

The first topic considered was the character of the required course in the college and university. This seems to be usually a two-hour course covering the aims, choice of material, and general principles of method of secondary English. Each instructor is, however, working by himself and lacks the advantage of knowing what the common practice is. In the course of the discussion it was made clear that the majority of those present believe that a course in principles, illustrated by masterpieces, rather than a course made up principally of the study of masterpieces, is the most valuable. The course in the teaching of English, as in the case of all other college courses, should be essentially a problem course in which the students themselves work out the material.

The organization of the training of high-school teachers as it is now in operation at the University of Wisconsin was fully set forth by Dr. Karl Young and Miss Julia C. Brookins. In this institution the Seniors who are in the course on the teaching of English are assigned to certain classes in the high school where they take part in the recitations as do the other students until called upon to conduct some part of the day's lesson. In this way they are actually assimilated into the high-school group and are able to carry on work without producing any break in continuity. To the objection that this plan does not permit of the experience of conducting a room for several weeks as is now the case in most normal schools, the answer was made that the large number of candidates for the certificate make it impossible to turn the room over to a single student in this fashion.

The interest in the conference was so great that the members present expressed a desire to make it a permanent feature of the annual meeting of the Council. It was agreed that a similar luncheon shall be held next year **on** the closing day of the Council, and that in preparation for this conference a committee shall be appointed to prepare a tentative outline of a four-year college course for those who are preparing to teach English in the high school.

THE GENERAL SESSIONS

Six addresses were delivered at the general sessions of the Council on Friday and Saturday forenoons. That of the president, Mr. E. H. K. McComb, and that of Miss Emma J. Breck will be found elsewhere in this issue of the *Journal*. Abstracts of three others follow.

SHAKESPEARE'S RESPONSE TO WHAT THE PUBLIC WANTS

JOHN L. LOWES, Washington University, St. Louis, Missouri

Shakespeare's response to what the public wants makes at least two things clear. The one is this: the drama, when it is truly great, makes, as it must, its first appeal to what the *whole* public wants—to what is *common* to all the crowded units of the audiences gathered in Daly's or the Haymarket or the Schubert or the Garrick, as they gathered in the Fortune or the Globe—to the universal, permanent elements, that is, of human nature. It is never something esoteric, addressed alone to a fit audience, though few. Great art of whatever sort, from Homer down, has had its roots deep in the common stuff, has rested firmly on the basal, elemental cravings of humanity. It may and *will* have overtones, may and will awaken thoughts beyond the reaches of the average soul. But no effort to reform the stage, to make it once more a vital, civilizing force, can ever hope for ultimate success, if it sets to work solely by way of the elect. The great field of the drama is ground common to the masses and the coterie.

The second thing that Shakespeare's response to popular demands makes clear is this: The public wants more than it *knows* it wants. What it *thinks* is all it wants is merely the means ready at the artist's hands of creating and of satisfying finer wants. The Elizabethan audience wanted blood and thunder; Shakespeare took the raw materials of melodrama and gave it *Hamlet*. That is the whole case in a nutshell. The public *will* have what it wants, for it has the whip hand—it will simply stay at home or go elsewhere, if it doesn't get it. But it will also—and this is the *heart* of the matter—it will also take what the *artist* wants, if the artist is big enough and wise enough to build on common ground. It will accept—for it does—the most masterly technique, the loftiest poetry, the subtlest and most penetrating interpretation of life, provided the playwright in turn will accept its vehicle and make it his. More than anything else, the drama is *co-operative* literature, and both parties to the tacit compact are contributors. The popular demand can never safely be *ignored*; it may and can be both *transmuted* and *transcended*. To build on what the *public* wants, the thing the *artist*, who is of it and *beyond* it, knows it wants—in that direction lies the solution of our problem, as it lay for Shakespeare, too.

LITERATURE AND THE ART OF THINKING

EDWIN MIMS, Vanderbilt University, Nashville, Tennessee

Twenty-five college presidents recently said that the primary aim of our institutions of learning is to teach men how to think. President Wilson has said that the educated man is to be discovered by "his point of view, by the temper of his mind, by his attitude toward and his fair way of thinking. He

can see, he can discriminate, he can combine ideas and perceive whither they lead; he has insight and comprehension."

If this be true, then teachers of English must relate themselves to this ideal or program. We may the more readily do so if we consider thinking, not as a science with its definite laws and formulae, but as an art with delicate relations to all the other faculties. If it is true that the whole tendency of recent psychology and philosophy is to underrate the intellectual faculties as authoritative and to magnify what Carlyle and Coleridge called the pure reason—the fusion of all the powers of the soul leading to wisdom or intuition, or insight—then teachers of literature may well come into their kingdom as interpreters of truth and life.

Because literature is, as John Morley says, the master organon for giving men the two precious qualities of breadth of interest and balance of judgment, multiplicity of sympathies and steadiness of sight, the proper interpretation of it by men and women who themselves have studied history and biography and philosophy and, above all, life itself in the form of human experience will lead to definite results in the thinking of students on all the fundamental questions of life, whether individual or social. From this point of view literature is the best aid to the mastery of the art of thinking—discrimination, balance, emphasis, wisdom.

ULTIMATE PURPOSES AND HIGHER VALUES

W. N. C. CARLTON, Librarian of the Newberry Library, Chicago, Illinois

The public library is an official repository of writings and other records indispensable to the men and women of the civilized community. Certain purposes are clearly definable. Among them is the evident purpose or tendency to become "increasingly altruistic in motivation." Libraries whose contents are mainly to be used by the generality of the people should rigorously select rather than comprehensively collect. With a well-selected collection of books once brought together, organized and catalogued, the library then seeks by all the means in its power "to make accessible to all men the best thought of mankind." It is also the purpose of the library to be essentially an institution of learning, and the higher values which should be stressed in the influences centering about the library should be the same as those which we associate with the ideal university. The library seeks to be, and is, a powerful adjunct to the educational processes and methods of the schools and colleges. It is also a continuation school and college for all who have passed through the formal period of education.

It is also a chief purpose of the library to represent and to inculcate a taste for liberal studies, and to encourage the spread of "humanistic" interests and values. It should also be a bulwark of defense in preserving and maintaining standards of what is best in letters, art, and life. Every library in an English-speaking country should make its collections in the English language and

literature as complete as possible, and should view this portion of its contents as its most precious possession and the most powerful single instrument for accomplishing nearly all the other purposes for which the library exists. No secular subject can rival English literature in the inculcation of noble ideals, in the formation of taste and character, and the cultivation of a sense of civic duty and obligation. Librarians and teachers are co-partners in the great work of revealing to the youth of our country the ideals of which English literature is the expression. We have the common purpose of contributing to the development of a cultivated, patriotic people, single-minded in their devotion to common national ideals and high purposes.

ELEMENTARY-SCHOOL SECTION

Chairman, MARY B. FONTAINE, Supervisor of English, Charleston, West Virginia
Secretary, Viola O'Neill, Chicago Normal College.

Two meetings of the Elementary-School Section were held, the second one being a joint session with the Normal and Library sections. At the first session papers were read as follows: by Miss May Bumby on "The Work of the Supervisor of English," and by Sterling A. Leonard on "The Problems of Written Composition." Abstracts of these two papers appear below.

In discussion of Miss Bumby's papers Mr. Spragg, of Rockford, Illinois, stated that he was much in sympathy with the attempt to secure a uniform grammatical nomenclature, believing that it would do a great deal to secure economy of time and energy. As to the subject of grammar itself, he declared that Woolley's *Handbook of Composition* will be found a great aid to the teacher. He thought that a child should not only know the rules of grammar, but should be able to put them into practice.

The topic of the improvement of oral reading appeared on the program, but had not been assigned to any speaker. Mr. J. W. Searson, of the Kansas Agricultural College, was called upon and took the position that there is a distinct relationship between good oral reading and good silent reading. The child who does not read well orally usually does not read well silently. If, then, there is this close and intimate connection between the two, one might well emphasize oral reading.

The two main features of oral reading are, first, the mechanics of expression, and secondly, the underlying spirit that prompts expression. Much improvement in mechanics may be gained by drilling the pupils at the end of the recitation hour, sentence by sentence, on the matter which has just been covered. This not only serves as a review, but leads to fluency in expression. It should be understood, however, that this manner of treatment may itself become merely mechanical and therefore worse than useless.

Tongue twisters are not really effective means for the improvement of articulation. The ordinary child can be taught to say with considerable ease, "Round the rugged rock the ragged rascal ran," but he will, nevertheless, in all probability say "don't shu" for "don't you." Instead of employing such devices it would be well, especially in the third and fourth grades, to drill on the pronunciation of those passages which mark the turning-points in the thought, since they are the passages which usually give the most difficulty, or, in other words, if you wish articulation drills, select those sentences or phrases which constitute dramatic turning-points.

Mr. Searson contended that imitation drills are much over-worked. It has been found that not over ten or twelve out of four hundred and fifty taught in this manner attain the ability to read well. Instead they learn to "elocute." The fault of this method lies generally in the fact that the selections to be imitated are usually too difficult and outside the experience of the children. As a result, expression and thought are separated, and a parrot-like elocution results. The teacher of reading should work in harmony with the law of enthusiasm for communication, which means a desire to express the truth and not merely to make a lot of noise.

Following Mr. Searson, Miss Eleanor Lally, of the School of Education of the University of Chicago, remarked that the important consideration is the underlying motive of expression. At present children read too often with no motive at all and therefore betray an absence of zest and the necessary "pep." Dramatization is a valuable means of motivation. One need not have the whole of the play given with costuming, but had better depend upon spontaneous and impromptu dramatization.

At the conclusion of Mr. Leonard's paper, Miss Minnie E. Porter, of the Emerson School in Gary, Indiana, spoke concerning the matter of organization of thought in composition. The teacher should seize upon those values which may form the nucleus, as it were, for composition work. As a rule the pupils are not conscious of these values; the teacher must select them. For example, pupils may be taken to visit a candy-making plant, and one of the number in describing this plant may choose for his central idea, "The Candy Made by ——— Is Clean." Organization about this value or main idea should be simple.

At the evening session two papers on "The Teaching of Oral English" were given, the first by Miss Eleanor Lally, and the second by Miss Abbie Louise Day. An abstract of Miss Day's paper appears below.

Miss Lally said in part that oral composition is the most direct means we have of making language a test of habit. The speaker is confronted by an audience that will evaluate his remarks immediately. He is spurred on by the motive of entertaining or instructing. Success in oral composition depends upon the adequacy of preparation. Pupils should learn how to gather material, select, and organize, using the library and other sources of information. In order to give confidence, it is well at first to work out a plan for a talk with the class, afterward letting each work out a plan for himself. Pupils should be taught to make constructive criticisms upon the work of their classmates. Too much stress cannot possibly be laid upon the importance of preliminary discussion and the personal point of view.

The themes may be drawn from certain interests which may become the center of several units of work. For example, the study of the life-saving service may bring in patriotism, heroism, an account of a visit to the station, a description of the station and its appurtenances, and so on.

PROBLEMS OF WRITTEN COMPOSITION—PREVISION AND CRITICISM

STERLING A. LEONARD, Milwaukee State Normal School

Composition criticism by the grade-school class as a social group, is the main force in developing (1) a keen sense of the necessity and the methods of prevision and (2) power of effective expression. Given interest in a live subject, the child makes crude, enthusiastic attempts at expression. Class criticism, as in the case of children's drawings shows him the necessity of planning, first, where to begin and end, for example, and what to tell in understandable order. It suggests to him also the value of live detail to make the story or explanation true and effective.

Besides these fundamentals, criticism must be so directed as to bring to attention—what is too often the only center of interest—certain deterrents of the effect sought: awkwardness, lapses in taste, actual violation of such conventions as grammar and standard idiom. In the difficult problem of dealing with these matters, the first step may well be to determine (1) what errors in form it is necessary to attack because they are really deterrent (perhaps on the line of Professor Jastrow's investigation; the question of colloquialism is one example); and (2) which ones of those listed for attack may best be met by positive correction and drill to establish right habits, and which in some other way. Since actual fixing of habits is necessarily a slow process, it is clearly requisite to reduce to a minimum the points to be thus handled. There are obviously other results quite as desirable of attainment: growth in power of concise expression nicely adapted to the purpose, for instance. But it is fairly certain that we must gain these ends, not by prescription and drill, but by

constantly raising the class level of criticism through the teacher's example and suggestion and through study of the best speech and writing.

Because this sort of criticism can best be secured for oral work, the proportion of this should doubtless be larger than for writing. One of the surest drills for good habits, however, as well as work for niceties of sentence structure and ready command of the pen and of written form, may be had through writing and required proofreading of written work. The proportion of the two must be adjusted by the individual teacher in view of these values.

THE SUPERVISOR OF ENGLISH

MAY BUMBY, Racine, Wisconsin

The supervisor of English has a place in every system of schools. In the entire school curriculum, English is the only subject that is so broad, so vital, and yet so difficult to teach effectively. Neither does any other subject call for such nice adaptation to the needs of particular pupils, classes, and communities. It should, therefore, be the duty of someone to come into direct contact with the teaching of English in all grades, and to give careful attention to its organization, articulation, and correlation, and to lend a vitalizing influence to the teaching of composition and literature. It is the business of the supervisor to arrange a carefully articulated course of study which will definitely reveal to each teacher individual responsibility in the training of each pupil. As a result of his conception of the entire course as a unit, he should give each teacher contact with the whole plan. He must bring teachers and schools closer together by means of sympathetic contact with all. He should develop unity of purpose in the teaching of every subject which contributes to the more intelligent use or appreciation of the language. It is his special privilege to lead in the organization of all forces that will aid in its development. The supervisor of English not only has a place in every system of schools but is a necessity. This work must be directed by someone who has an opportunity to view it as a whole. A great work is to be done especially in districts of large foreign population, if our national tongue is not to become a hyphenated one.

THE TEACHING OF ORAL ENGLISH: TRAINING THE ELEMENTARY TEACHER

ABBIE LOUISE DAY, University of Cincinnati, Cincinnati, Ohio

Despite our efforts the results of the teaching of English in our public schools are most unsatisfactory. To use a much overworked pedagogical expression—it does not “function.” Over 80 per cent of our adult population read little else than the billboards and the newspapers, and this they do most unintelligently.

At the present time “highbrow” is one of the most crushing epitaphs that can be hurled by associates at a boy or girl. It usually brings immediate results

that completely undo all classroom instruction. Surrounded as we are by an entirely different atmosphere, we, as teachers, have not fully realized the importance of popularizing our work. With our thoughts intent upon high ideals and "choice English" we have neglected commonplace interest and plain speech, have missed our aim, overshot our mark, and brought ridicule upon that for which we strive. I submit for your consideration the following theses on "Training the Elementary Teacher."

1. At the time of entrance upon the training course, test the "teaching voice" of each prospective teacher while actually teaching in an average classroom; then give individual instruction and exercises to correct objectional peculiarities.

2. All teachers need a brief course in enunciation similar to that taken by teachers of the deaf.

3. The young teacher should be trained to realize the following:

- a) To be effective all English instruction should arouse pleasurable emotions.
- b) To make correct speech popular on the playground is a vital part of language instruction.
- c) Three-fourths of all language and composition work should be oral.
- d) Teaching children how to read and discuss newspaper and magazine articles, popular plays, and books is an essential part of the elementary course in English.

Because of inability to get the thought from the printed page, most oral class-reading hinders rather than promotes good oral expression, therefore—

- e) More of the reading period should be devoted to *training* in silent "thought-getting" and less to reading aloud.

HIGH-SCHOOL SECTION

Chairman, CORNELIA STEKETEE HULST, Central High School, Grand Rapids, Michigan
Secretary, MARTHA E. CLAY, Central High School, Grand Rapids, Michigan

Three of the articles of the afternoon were on poetry: Eleanor F. Deem read a paper on "The Teaching of Versification in High School"; Bertha Evans Ward, another on "The Emotional Elements in High-School Literature"; and A. H. R. Fairchild, a third on "The Adjective and the Verb in Poetry." These were followed by "The Question of Formal Grammar," a talk given by Edwin Fairley. Abstracts of these follow.

THE TEACHING OF VERSIFICATION IN HIGH SCHOOL

ELEANOR F. DEEM, Mechanic Arts High School, St. Paul, Minnesota

High-school students best learn to appreciate poetry by studying its rhythm, and realization of what the rhythm of poetry means may be developed by comparing it to the already familiar rhythm of music or dancing. As soon

as the class has grasped the idea of common meter, it is well to have it construct a stanza by community effort on any thought however prosaic. Then the pupils are ready to write verses outside of class. Several devices may be used as means of making clear certain phases of poetry; for instance, to show the effect of different meters, have the class change the rhythm of *Paradise Lost* to that of *L'Allegro*; to teach the force of figures, have the figurative thought put into everyday prose; to bring out the difference between poetic and prosy thoughts, have lists of poetic things seen, heard, or felt, brought into class; to show how the poet infuses a thought with his own personality, give the same line to a whole class to develop.

There are many valuable results gained from the study of poetry in this fashion. The pupil increases his vocabulary, learns the value of words, gains clearness of expression, and expands his inner self.

[Several verses and rhymes—one would call many real poetry if the speaker had not expressly forbidden that name—were read. One remarkable thing about all of them was their lack of sentimentality and introspection. The pupils had been led out of themselves into a world of beauty and joy.]

THE EMOTIONAL ELEMENT IN HIGH-SCHOOL LITERATURE

BERTHA EVANS WARD, Hughes High School, Cincinnati, Ohio

The emotional appeal may be considered in three phases: first, the appeal of the sensuous; second, the appeal of the humorous; third, the appeal of the dramatic. Regarding the first point, the beautiful words and lovely scenes in poetry produce the noblest sort of sensuous appeal. Appreciation of such words and scenes may be developed by the pupil's writing verses and especially by his hearing the musical settings of many of the most beautiful poems. The Victrola is a valuable aid in this.

The appeal of the humorous is next to be considered. This is the appeal most neglected by high-school teachers, yet it above everything else paves the way for sympathetic co-operation between the pupil and the teacher, and is moreover an escape valve for the baser emotions. *The De Coverley Papers* give an example of humorous study of ordinary life; *As You Like It* affords hosts of quotations which hit off the comic situations in everyday affairs, and a *Midsummer-Night's Dream* gives an edifying opportunity for contrasting Shakespeare's humor with that of the "movie."

The appeal of the dramatic, however, is perhaps the most popular appeal. Plays should be acted out in the classroom as well as read. Yet it should not be the aim of the teacher to present a finished product, but rather to give all, even the mediocre, a chance to step outside themselves into a new personality. The truest value of the drama lies in the vitalizing of character, so that the ideals for which these characters stand may be grafted into the hearts of the pupils as their ideals as well.

THE ADJECTIVE AND THE VERB IN POETRY

A. H. R. FAIRCHILD, University of Missouri, Columbia, Missouri

An examination of any list of quotations from the poets reveals that the nouns are not distinctive; it is the verb and adjective that are important. It is from a study of the verb and adjective that one is able to cull out those essential elements which distinguish poetry from prose because it is in the verb and adjective that these are expressed. Poetry, as distinct from prose, may be said to have a personalized quality, to point out fundamental unity, and to group things vitally alike together.

The poet's view, unlike that of the ordinary man, is not practical; it is disinterested. To him a forest is more than so many feet of lumber; a field of corn is not just a good crop. He puts more of his own personality into things than does the ordinary man. He breathes life into everything he encounters, with the result that his images are most vivid and intense.

Moreover, he grasps the underlying unities of life and brings things together that are alike in spirit. He discerns the essential rather than the accidental relations, and thus discloses the lofty and universal truth. The poet gives to man, then, ideals to feed his inner life and helps to establish those ideals in consciousness. The essential value of a poem can therefore be determined by asking whether it reveals a man's potentialities to himself or not.

FORMAL GRAMMAR

EDWIN FAIRLEY, Jamaica High School, New York City

In New York state, 42 per cent of the time spent on English is spent on grammar. In high school, grammar is taught four terms and no pupil can graduate who cannot pass an examination in formal grammar. The result of all this effort seems to be that the schools graduate people able to parse, but not to speak or write correctly.

Four charges may be made against formal grammar:

1. Formal grammar does not teach correct speech; for the general public, teachers, writers of rhetorics, and even educational authorities use poor grammar.

2. Much grammar taught has no vital reality in English at all, but is a dead weight bequeathed from Latin. It is useless, for instance, in English, to teach the agreement of adjectives with nouns: "good" is always "good" and has not the thirty-six varieties of the Latin "bonus." Nouns in English have only third person, and the nouns label themselves for gender. "Thou" and "thy" are also of no practical value.

3. The study of formal grammar is a hindrance to correct speech. We lose the thought when we are endeavoring to discover the syntax.

4. Much of the time spent on grammar may be put to better use. The only imaginable reason why teachers spend so many hours on certain obscure

constructions, like the nominative absolute and the objective complement, is because teachers understand these constructions and pupils do not. The nominative absolute is a thief of Latin descent, come to rob us of a forceful English style. Rather than teach such an awkward expression as, "The rain having begun, I will put up my umbrella," let it come down upon my unprotected head forever.

In conclusion, a few suggestions for teaching correct speech and writing may be given. First, do not give up grammar altogether, but minimize it; rule out the Latin element and let teachers of Latin and other foreign languages bear the burden of teaching constructions peculiar to their language. No greater service could be performed by this Council than the appointing of a committee to minimize the requirements of English grammar. Secondly, instead of spending tedious time in parsing, give abundance of drill on the correct use of commonly misused words by using mimeographed sheets. Thirdly, let the pupils hear the best of prose read, such as that found in the Bible and the Book of Common Prayer, that their ears may be accustomed to the sound of good English.

Best of all means to improve spoken and written English is the co-operation of the teachers of all other subjects with the teachers of English. Such co-operation can and should be forced by the principal of the school, for the English teacher cannot secure good English by his own efforts alone. Too long has the teacher of English meekly listened to criticism of the written English on chemistry, biology, and history papers. If good English is a tool necessary to these subjects—and it is—to secure good English is no small part of the business of the teachers of other subjects. They may be sure the English teacher will co-operate with them.

Miss Alice Marsh of Detroit moved that, following Mr. Fairley's suggestion, a committee be appointed by the Council to minimize the requirements of English grammar. The motion was carried and the meeting adjourned.

The evening session began with a paper by Thomas H. Briggs, on "Co-operation in Teaching English." This was followed by two papers on "Student Newspaper Work," the first by Miss Harriet A. Lee; the second by W. E. Demorier. Mr. Demorier could not be present but his paper was read by Robert Grandville, High School, Ann Arbor, Michigan.

Mr. E. L. Miller, principal, Northwestern High School, Detroit, who was to have led the symposium of experience, was unable to be present. Instead, Mr. Karl E. Murchey, Cass Technical High School, Detroit, read a paper on "Advertising as a High-School Topic." He said the study of advertisement writing was a study of good style raised to the *n*th power, as all efficient advertisements must be clear, simple, definite in

purpose, and logical in arrangement. This paper was followed by a talk by Mr. C. C. Certain, Polytechnic Institute, Auburn, Alabama, on "Class Programs." These class programs were entirely in charge of the students, a member of the class presiding. At one of these programs the play of *Macbeth* was reviewed; certain scenes were dramatized and the others summarized that the effect of the play as a whole might be obtained; at another, collateral reading was discussed; at another, a poem previously studied by the whole class. Occasionally social programs were given at which refreshments were served. In general these programs, coming usually once a week, helped the students to express their thoughts with confidence and fluency before an audience.

Abstracts of the evening addresses are given below.

CO-OPERATION IN TEACHING ENGLISH

THOMAS H. BRIGGS, Teachers College, Columbia University

In order to gain the needed co-operation from the other departments in high school in the effort for correct English, English teachers must make only definite and reasonable demands on these departments. To make demands definite, English teachers would do well to give to the teachers of other departments mimeographed sheets telling just what has been emphasized in English, and to ask them whether the result of that drill appears in papers handed in to them.

English teachers should expect, moreover, different contributions from different departments. From foreign languages pupils should get an enlarged vocabulary and a sense of the distinction between synonyms, but it is unreasonable for the English teacher to expect from that department any help on paragraph development or coherence. From history and science the pupil should be helped to organize wholes, to arrange matter correctly, to appreciate unity; but here not much help can be expected in the way of sentence structure. From mathematics the pupil should learn concise statements and the precise meaning of the conjunctions "however," "therefore," and so on.

English teachers also must make clear to other teachers the need of their subject. In this the aid of the principal is invaluable. However, test papers reveal, especially to science and history teachers, the value of correct English, and occasional correction of such papers by the English teachers may impel pupils to write those as carefully as they do English tests.

Another thing that English teachers should insist on is that the pupils should *use* what they have been taught. Professor F. T. Baker, of Columbia, refuses to read a theme on which errors appear that he has previously criticized. If a pupil constantly repeats certain errors, it is advisable to put him into a "trailer" class or to suspend his credit until he reforms. Yet the teacher must

beware of extreme interest in errors of detail lest that interest blind him to more important errors in the larger elements of composition.

Lastly, the high-school English teacher must himself co-operate with the preparatory English teacher below, and with the home. Moreover, within the limits of the high school, teachers of English should co-operate with each other and expect from the pupils who come to them certain definite knowledge gained in the grade below.

STUDENT NEWSPAPER WORK

HARRIET A. LEE, New Trier Township High School, Kenilworth, Illinois

The dollar prizes offered by the *Chicago Tribune* for student themes suggested the idea that the local paper might be willing to offer prizes to students of the community high school. The editor agreed, and prizes for the three best themes were offered twice a month. The first- and second-year students were allowed to compete the first of the month; the third- and fourth-year students, the last. Three types of articles were written: those of community interest and personal experiences, verse, playlets and dialogues.

Several things of value were gained by this plan. A vivid interest in composition was aroused and a realization of the importance of accuracy. More important still, the community had an opportunity to see illustrated in an interesting way the practical value of the English taught in the schools.

NEWSPAPER WEEK

W. E. DEMORIER, High School, Erie, Pennsylvania

To prepare for newspaper week in the English class, copies of the five best newspapers of the country were ordered for a week, and copies of all varieties of papers were brought in by the students besides. Each pupil was required during the week to write a news article, an editorial, and a review. Besides this, topics on newspaper work and newspaper workers were given orally. At the end of the week the pupils were taken to a pressroom and shown the actual printing of the paper.

The work was very valuable for these reasons: it had a vital appeal to the student because of his natural interest in current events; it taught him how to discriminate between a good and a bad newspaper; it contrasted the terse and vigorous newspaper style with the polished works of classic English; above all it enlarged his world and extended his interests.

COLLEGE SECTION

Chairman, KARL YOUNG, University of Wisconsin, Madison, Wisconsin
Secretary, H. A. WATT, University of Wisconsin, Madison, Wisconsin

Professor James F. Hosic, Chicago Normal College, reported for the Committee on the Preparation of College Teachers of English. The report was illustrated with a series of charts setting forth the results

obtained from a series of questionnaires sent out to professors of English and English instructors in various institutions throughout the country. (See p. 20 of this issue of the *Journal*.) Professor C. S. Baldwin, of Columbia University, who was to have opened the discussion, was absent. Others spoke as follows:

PROFESSOR FRANK G. HUBBARD, University of Wisconsin: What has the ideal college professor in America ordinarily been? He has been, of course, a teacher, but above all he has been a scholar. The three-fold requirement of every college professor is teaching, scholarship, research. The ideal teachers have been both scholars and teachers. College positions hold out the opportunity to study; to take away this opportunity would be to lower the standard of university teachers. If anything threatens college work, it is mediocrity. The resource against mediocrity is scholarship; hence, care should always be taken that teachers be not engaged for college work who are not scholars. Under the present system of rather high requirements, very few high-school teachers of English are men. The attraction of a principalship at a higher salary draws them away from the teaching of English. Care must be taken that the same condition does not come to the colleges. One question missing on the question sheet sent by the committee to Doctors of Philosophy is, "How much time would you have been willing to put upon preparatory courses designed to prepare you to teach?" In his preparation every man should acquire scholarship and sound methods of teaching, but pedagogical information he should, in the main, acquire indirectly. All teachers in colleges and universities begin with Freshman English, but not all teachers would care to teach Freshman English all their lives. Hence the entire matter of preparation for teaching English receives from the apparent importance of English I an exaggerated twist. Furthermore, all of the questions in the questionnaire referred to point to English composition and not to English literature. The thesis could not be *expected* to help the student in his preparation for the teaching of composition. Most of the so-called research is, after all, scholarship. Little defects in teaching can be corrected, but not the lack of breadth of insight and experience. The one thing which must not be done is to set up a pedagogical qualification which will drive any good man out of the profession, because we need all the good men in English that we can get.

PROFESSOR JOHN M. MANLY, University of Chicago: The matter of preparing men for the teaching of college English is exceedingly complicated. One oversight in the questionnaires was the failure to ascertain at what time in his career the prospective teacher decided to become a teacher of college English. Most students do not make up their minds to become teachers of English until the end of their college course. It is, therefore, futile to outline any definite preparatory undergraduate course. Another complication is that English is a multifarious subject. Even in literature alone there are a dozen modes of attack. The ideal teacher would be he who has universal

sympathy, knowledge, and experience. The training of a teacher of English must, moreover, be exceedingly various. The teaching of composition is not a matter of mechanics as much as it is a matter of getting at the inner springs which lead a student to want to learn to write. More important, therefore, than the mechanical study of method is the observation of those teachers who are themselves successful in arousing their students' interest. The same may be said of a training for the teaching of literature. As literature is often taught, with a cold emphasis upon dates, titles, etc., it is quite unfruitful. To be successful it must reach the soul of the student. Here, as in composition, a student who would learn to teach successfully must observe successful teachers, for the successful teacher can hardly formulate the methods by which he arrives at his results. It is, then, hardly possible as yet to give successful directions for teaching composition and literature. No student can give to the acquirement of an equipment for teaching any more time than the four years of undergraduate and the three years of graduate study which he now gives. The question, therefore, is this, "What can we sacrifice of the things now given in order that other things may be introduced into the undergraduate and graduate courses?" Chaos results from the fact that courses, aims, and so forth, are all loosely formulated. When this formulation has been made, we shall then be better able to discuss methods.

PROFESSOR A. B. NOBLE, Iowa State College: The most important of the qualifications which should be demanded of college teachers of English is familiarity with the work of secondary schools and the relation of such work to the college course. There is no uniformity in the English requirements in most states, or in high-school training in English. The university should, therefore, provide a teachers' course in which the actual high-school conditions should be investigated, or, college teachers of English should be required to have had actual experience in the high school. Of seven hundred and seventy-eight courses in English given, in the aggregate, in a number of colleges and universities, only eighteen were in the teaching of English. The danger seems to be that the attention of the student will be fixed upon minor authors and periods, and that the result of this will be his engagement in research rather than in teaching, and his loss of touch with modern life. Courses in pedagogy cannot bridge the gulf between the study and the teaching of English; nevertheless, most teachers of English feel that their first teaching has been ineffective and that they needed instruction in the teaching of Freshman English. Some colleges attempt to correct this difficulty by offering a teachers' certificate in English to students who take certain courses. One of the best courses which might be given would be in the teaching of college English. This course should make use of the experience of the teacher conducting it and of many teachers through books on the teaching of English. Such a course might even provide for thesis work. It might also require surveys of textbooks used in English composition with reports and analyses. The course would be

fundamentally a study of Freshman problems; actual, rhetorical problems, and the method of presenting them, the finding of suitable essay subjects, and the grading of themes would all be considered in connection with the actual reading and correcting of themes. On the side of literature, such a course might demand the writing of an essay on a given topic in such a manner as to interest hypothetical students, a study of versification, a comparative study of two poems, the consideration of the relation of some poem to social problems, and the preparation of a series of questions on pieces of literature, and so forth. Such a course would invite the student to restudy his undergraduate courses from the point of view of a teacher, and to profit by the experience and advice of the teacher conducting the course.

PROFESSOR FRED N. SCOTT, University of Michigan: The most important consideration in the discussion of the problem of preparing college teachers of English, is that of the attitude of the teacher toward his students. In general, there are two attitudes, first, the aristocratic attitude, and, second, the democratic attitude. The aristocratic attitude assumes that all students are capable of little skill and that the time spent on them is wasted. The best students, according to this theory, must be picked out and given all of the teacher's attention. The democratic attitude, on the other hand, is based on the belief that all men are entitled to equal opportunity and that all students should, therefore, receive equal attention. Which of these two attitudes is right? It is no doubt true that a great deal of stimulation comes from the teaching of only the bright students. The democratic attitude springs, of course, from the feeling of democracy. Real democracy means that, however unequal men may be born, each one should be permitted to go as far as he can. As soon, therefore, as you neglect the mass of students, you turn back upon the principles of the republic, and your teaching is not good for the republic. It is the duty of the teacher to devote his attention, as a member of the democracy, to even the least gifted of his students, while at the same time he cares for the advancement of the brighter ones. There are different types of teachers; some are prepared to teach the subnormals in classes usually provided for these less gifted students. Teachers who deliberately choose this work certainly deserve commendation and should, if possible, be paid extra. Other teachers undoubtedly do better as teachers of small classes of the unusually bright students. The second class of teachers should learn to appreciate the work of the teachers of the dull students.

PROFESSOR EDWIN MIMS, Vanderbilt University: In considering the problem of preparing teachers for college English, we should not think entirely of the big universities, in which work in English for most of the teachers means work in Freshman composition. Students training for the degree of Doctor of Philosophy should be given a course so liberal that they will be enabled to teach modern literature. In graduate courses, the aristocratic attitude is too common; there is too much academic pride, too much insistence on minor

details and upon the taking of courses which may be less important than a wide acquaintance with literature. Comparative literature has been narrowed down too much. Graduate students are too conceited. Colleges should require that all young teachers learn what is going on in their profession before giving them positions. Colleges can help make men for work in English. The division of work between composition and literature is too uneven. Applicants for positions, who are good men, should be offered work in literature as well as in composition, so that they will not be deterred from entering the field of college instruction in English.

PROFESSOR J. E. WELLS, Beloit College: In connection with the new degree suggested by the committee, it might be well to make the A.M. degree a two-year degree and give it either as a general study degree or as a professional training degree. Such a degree would undoubtedly attract students. The amount of time already given to the preparation of teachers can hardly be extended, for students cannot afford to devote more of their attention to pedagogical courses. The instruction in methods, should not, therefore, extend the amount of time given to the Ph.D. degree. The training in methods should be made up by requiring the student to teach a couple of years in the high school after he has left college, then to teach in college, and, finally, if his work has been successful, to take his Ph.D. Under this arrangement he would be prepared to teach English, but his preparation would not have interfered with his getting of the subject-matter which he must teach. There should be two courses in the training of teachers given in the graduate school. Each one of these should be a two-hour course. The first should be given in the first graduate year, the second in the second graduate year. They should be courses in preparatory-school methods. All college and university teachers should know the methods of the secondary schools, and it should be the aim of these courses to supply the information. Of all work in English, the most respectable is *teaching*; the teachers of graduate students should, therefore, themselves be models to their students of how to teach. In universities, more emphasis should be put upon appreciation and less upon the mere facts of literature. Altogether too much of the student's time which he devotes to the acquirement of the Ph.D. degree is given to the acquirement of mere facts; not nearly enough upon the cultivation of appreciation. On all committees appointed to investigate the preparation of college teachers of English, successful teachers in good small colleges should serve and should be especially consulted.

PROFESSOR J. M. CLAPP, Lake Forest College: I agree with Professor Wells that in this question the teachers in small colleges are most immediately concerned, and that graduate work should never be taken until a student has had some experience as a teacher. Men should never be allowed to enter the profession who will regard teaching as secondary; all candidates for positions as college teachers should know clearly that there is teaching, and hard teaching, to be done.

PROFESSOR J. L. LOWES, Washington University: I do not believe that a potentially good teacher can be spoiled by the graduate school. The best investigators are usually the best teachers, and other things being equal, the man who increases the sum of knowledge will be the best teacher of undergraduates.

MISS HELEN S. HUGHES, University of Chicago: The thesis is undoubtedly of practical value to the writer. Poor teaching of composition comes very often from a failure to have the training in organization which the thesis demands.

PROFESSOR MANLY: It would be better if the questions asked by the Committee were very much more specific. What, for example, is the best equipment for teaching literature of the nineteenth century, of the eighteenth century, of the seventeenth, and the sixteenth? Courses in comparative literature are extremely difficult to administer because adequately trained teachers cannot be secured, and it is also difficult to find students who have the necessary linguistic equipment to take the courses.

PROFESSOR HOSIC: There is undoubtedly a danger in reading into the questionnaire ideas that were not put there by the committee. The burden of proof is on the committee, but the ground of any specific question may be shifted to the individual. The real issue is this, either there is or there is not a body of facts about the teaching of English. If there is, this body of facts may be collected, organized, and evaluated as in the case of any other facts. No one proposes an old-fashioned dogmatic presentation of devices of teaching, but instead, a course to be conducted like other serious courses in the graduate school. Surely professors in charge of graduate work may be trusted to guard the work against superficiality and sentimentality. If methods of research can be taught, so can methods of teaching.

PROFESSOR YOUNG: The best preparation for the teaching of college English is, first, vigorous research, secondly, wide assimilation of English literature, and, thirdly, teachers' courses. Scholarship should never be sacrificed to mere form and methods. The teachers' courses should not contain too much detail; details should be worked out on the spot in connection with the actual course which the instructor happens to be giving.

PROFESSOR NOBLE: The best teachers' course would be a two-hour course in the last year of graduate work.

PROFESSOR CLAPP: The difference between the big universities and the little colleges is that the work in the big universities is stable. There is adequate supervision, and a new and inexperienced teacher is definitely broken in. In the small college, on the other hand, the young teacher must be left very largely to his own devices. Lack of method by the teacher of graduate students is contagious, because students of less potential ability than their instructors copy their seniors' loose methods. The question to be answered is,

"Can the graduate school be modified slightly without a loss of its present value?"

PROFESSOR YOUNG: Thesis work at Harvard usually takes the direction of dissertations on mediaeval subjects, not because these subjects are the only ones of value, but because they offer the best and most natural discipline. Modern subjects are difficult to handle and rare; dissertations, therefore, tend to be in the mediaeval field.

PROFESSOR SCOTT: My teachers' course at Michigan was originally a two-hour course; then I found that I could teach the same facts in one hour and accordingly gave a one-hour course until the Department of Education relieved me of even that. My course was not one in methods, but aimed rather to give the students ideas which would help them to meet emergencies. Engineering English at Michigan is divided from the rest of the university work in English. In the engineering courses, curiously enough, the students do more reading of plays and novels than do the students in the corresponding courses in the Liberal Arts College. In fact, the Dean of the College of Engineering desires that as much general reading as possible be given the engineers.

PROFESSOR WELLS: I insist that a candidate for the degree of Doctor of Philosophy should know in addition to his subjects the methods of good teaching.

PROFESSOR HUBBARD: The creation of a large requirement does not result in ultimate gain. The candidates should be estimated by their quality. Mediocre persons should not be attracted to the profession, while, at the same time, better candidates are frightened away by the additional requirements.

PROFESSOR MANLY: It is highly advisable to utilize the experience of teachers by having students observe their methods of teaching. It has been my experience that it is the poor and ignorant student who is attracted to the teachers' course because he is looking for a magic formula by which he will become immediately an expert teacher. Such a formula cannot, of course, be given him.

PROFESSOR YOUNG: I should like to call the attention of the members present to Professor Greenough's paper on the subject of "The Training of Teachers," published in the *English Journal* four years ago.

PROFESSOR NOBLE: I suggest that the ignorant student referred to by Professor Manly be kept out of the teachers' course by some very rigid prerequisites for admission.

PROFESSOR MANLY: This we find very difficult to do. The constant pressure is in the direction of substituting a knowledge of method for a minimum knowledge of the subject.

MISS HUGHES: Training in method undoubtedly comes indirectly, but no less certainly, with a training in the subjects.

PROFESSOR MIMS: In reply to the suggestion that the training in method be acquired indirectly, I wish to state my belief that there is too much of method introduced into the teaching of subjects. The suggestion that the graduate school needs more instruction in methods of teaching is not meant to be an attack on scholarship. In addition to more instruction in methods, the graduate school should provide for a wider reading of literature.

PROFESSOR LOWES: Methods can certainly not be taught by lectures. Much of the discussion has been wide of the actual facts in the case.

PROFESSOR YOUNG: Some time ago it was proposed at the Modern Language Association meeting to register the titles of all Ph.D. theses. The proposition was voted down. Professor Manly's reason for voting against the proposal was that, under present conditions, two men might write different dissertations upon quite the same subject. Dissertations, as Professor Manly pointed out, are now varied, and there are very few which deal entirely with detailed philological problems.

PROFESSOR MIMS: It would seem, then, that criticism does sometimes produce results, and it is hoped that in the case of the present problem some changes in the graduate school may result from the criticisms which have been offered.

At the evening session general discussion following the presentation of three papers by Professors Barnes, Reynolds, and Thomas, respectively. Abstracts of two of these follow:

FUNCTIONING COMPOSITION THROUGH A STUDY OF THE NECESSARY VOCATIONS

F. W. REYNOLDS, University of Utah, Salt Lake City, Utah

Teachers in the West readily discarded the older textbooks and accompanying daily and fortnightly themes and installed the newer books of "ideas." Unfortunately, thinking on the part of the students did not result. Moreover, the course was found to lack definiteness of point of view and of scheme.

Both were evolved, however, by the use of vocational topics. By a series of steps the conclusion was reached that the most striking characteristic of the Freshman is self-consciousness. Hence the Freshman was set to taking stock. The classes read Bourne's *Youth*, Emerson's *Self Reliance*, James's *Habit*, and Dewey's *How We Think*. The course in composition in this way becomes a course in thinking.

Next the Freshman is led to think of his relations to others. Boyce's essay on *Loyalty and Insight*, Carlyle's *Past and Present*, and similar pieces are read. A study of vocations is made, not to prepare for a single one, but to attain to intelligent interest in many. Education, science, and art are in turn considered, and ultimately vocations are surveyed, their need considered, and particular information obtained first hand. The whole has vitality, definiteness and real interest.

DO THOUGHT-COURSES PRODUCE THINKING?

JOSEPH M. THOMAS, University of Minnesota, Minneapolis, Minnesota

So-called "thought-courses" are apparently the result of a reaction against a narrow and highly specialized intellectual regimen for Freshmen. It is commonly charged that the old courses do not induce thinking and are formal at the expense of content.

The material in the new courses seems to be chosen, not to illustrate particular rhetorical theories, but to stimulate thought and lead to continuity. It is to be feared, however, that the compilers of the various volumes of essays for Freshmen now at hand have forgotten that the Freshmen are very immature and generally ill prepared to discuss "the more fundamental and far-reaching thought of our times." They need to be trained to observe and reflect.

It is at least doubtful whether the instructors of Freshmen are usually equipped to discuss general essays. There is danger that the students may form the habit of drawing hasty conclusions. A better point of departure for the discussion of the larger problems of life would be an incident in the experience of the student himself.

PROFESSOR F. W. REYNOLDS, University of Utah: I wish to express a general agreement with the idea of Professor Thomas' paper. The course in Freshman English which we give at Utah is not, however, too difficult, and we do not find the ideas beyond the grasp of our students. We have no regret whatever in having given up the old method for a new method which gives ideas as well as details of form, sentence-structure, and so forth.

PROFESSOR CLAPP, Lake Forest College: The discussion of means of improving Freshman composition is a perennial subject. Years ago Professor Mickeljohn, now of Amherst, had the plan of presenting ideas to his Freshmen. The new, so-called thought-books are, for the most part, over the heads of the students. But adolescents prefer something that is out of their reach, and the largest net return comes from a book which is over the heads of the students if the essays which it contains are treated irreverently and the students are stimulated to defend the authors.

PROFESSOR YOUNG, University of Wisconsin: The mastery of essays by the instructors is highly important. The method in use at Wisconsin is to provide a definite scheme for the instructors to teach by. Without such a plan not all instructors would be capable of teaching the essays.

PROFESSOR SCOTT, University of Michigan: A change of program is good because it adds zest to the work, even though the changes be not always, in other respects, for the best. There is always a danger likely to arise from a stiffening of the method of theme criticism. Theme criticisms come to lose their meanings and to have no relation to the students' interests. It might be possible to retain the old subjects and to find new methods of criticizing themes. I should like to ask Professor Reynolds how far the subjects assigned for themes under his plan are adapted to students.

PROFESSOR REYNOLDS: They are very closely adapted and the themes themselves are very concrete.

PROFESSOR THOMAS: I have always taught students to think without the use of the special thought-books and have never been bored by the old critical materials.

PROFESSOR NOBLE: I believe that original ideas and schemes of teaching are of most use to the originators, who have the joy of creation.

PROFESSOR YOUNG: Would it be possible to give Freshman English in the Senior year? The result of such a change might be illiteracy in the first three years, but, on the other hand, the Seniors would be better able to handle ideas than the Freshmen.

PROFESSOR REYNOLDS: I should like to add to what I have said that another advantage of our scheme of instruction is that the instructors are trained in grasping ideas.

PROFESSOR E. W. SMITH, Colgate College: We have been trying the new thought-method at Colgate and have found that our classes have straightened up and become more manly under the philosophy of the men studied. I should like to ask what is meant by *teaching* these thought-essays. Does it mean a detailed analysis of the essays, or a general application of the content to student problems?

PROFESSOR REYNOLDS: At California and at Wisconsin the essays are taught by a definite, analytical scheme. At Utah, we are concerned with the essays as a whole and not with detailed analysis.

PROFESSOR YOUNG: At Wisconsin we teach the essays by definite analysis. Briefly, it amounts to requiring the student to write a summary sentence for each paragraph in the essays and then to build up these sentences into a synopsis of the whole essay.

NORMAL-SCHOOL SECTION

Chairman, FLORENCE U. SKEFFINGTON, Eastern Illinois Normal School, Charleston, Illinois

Secretary, V. C. COULTER, State Normal School, Warrensburg, Missouri

The topic of discussion in the Normal-School Section was the organization of the English course. Papers were read by Mr. C. R. Rounds, Miss Anthonette Durant, and W. H. Wilcox. Abstracts of these papers appear below.

In the progress of the informal discussion Miss Ruth Bagley, of the State Normal School at Oshkosh, Wisconsin, explained the method which had been employed in organizing a course in English in that school. The teachers of English co-operated with the supervisors in the training school in framing a preliminary course. The teachers of psychology were then called in and the course revised in accordance with their suggestions

concerning the growth of children. Miss Elvira D. Cabell, of the Chicago Normal College, explained in a similar way the method of developing a course in English in that institution. Mrs. Lucy Branch Allen, of the Training School for Teachers in New York City, raised the question as to how much penalty should be assessed for gross errors in grammar. Mr. Rounds replied that he favored the practice of refusing to permit pupils to remain in a normal school who persist in such errors. Miss Genevieve Apgar, of the Harris Teachers College in St. Louis, Missouri, stated that every student who enters that school is required to sign an agreement to withdraw voluntarily at the end of one and one-half years if he has not one full year's work to his credit. Taking up another aspect of the topic, Miss Apgar stressed the need for a wide knowledge and keen appreciation of literature on the part of those who are to teach literature to children. In this she was warmly seconded by Miss Rose Colby, of the State Normal University at Normal, Illinois.

In presenting his report, Mr. Wilcox gave out copies of a provisional questionnaire and called for suggestions. His request was responded to by A. P. Settle, of the State Normal School at Kirksville, Missouri, and Samuel A. Lynch, of the State Teachers College at Cedar Falls, Iowa. These speakers urged the use of more specific questions. Miss White, of the State Normal School in Milwaukee, Wisconsin, suggested that it is desirable to find out what training students have had as well as what courses are offered.

The session closed with a protest from Miss Colby against using the word "English" to cover all the work which teachers of composition and literature are attempting to do.

FIVE FEATURES OF A GOOD COURSE IN ENGLISH IN A NORMAL SCHOOL

C. R. ROUNDS, State Normal School, Milwaukee, Wisconsin

1. The purpose of a normal school should be kept clearly in mind, viz., that students are to be made into efficient, purposeful, useful teachers.
 2. The practical elementary aspects of English must be prominent.
 3. Oral English must be emphasized.
 4. Students must acquire the habit and power of self-criticism.
 5. They should feel in their work a definite sense of progress.
1. The first consideration is by all odds the most important of the five. No matter what the course of study may be, as printed in the catalogue, if teachers are not able to look beyond the bounds of their libraries, beyond the walls of their schools, to the future crowded schoolrooms in which their present students will be teachers, they lack the most vital essential of the real normal-

school teacher. Indeed, in Wisconsin we are finding it very useful to segregate our normal-school students into groups according to the grade of work they expect to pursue. These separate groups studying to be grammar-school or primary or high-school teachers respectively are thus impelled to look definitely and purposefully toward a particular field of effort, and their preparation is thus more specific and pertinent than it would otherwise be.

2. The practical, elementary aspects of English, mastery of the somewhat formal and sometimes irksome details of writing and speaking, must not be taken for granted. It frequently happens that students who have come through grades and high school with honors, don't know "its" from "it's," or "your" from "you're." They don't know how to write letters or how to order books or how to ask for information. They need to be taught these elementary things. They need to write letters of application, letters of complaint, or letters giving information to members of their school board, or letters to their principal or superintendent. The most unwise policy a normal-school teacher can pursue is to take for granted sufficient knowledge of these matters on the part of her students.

3. In this presence, oral English needs no advocates. A moment's thought will reveal to us how indispensable a certain mastery of this phase of expression is to the successful teacher.

4. Self-criticism likewise must become a power and a habit with the teacher. She will shortly be her most dependable censor. Her themes written now should become the mirrors in which she sees herself.

5. A sense of progress, accomplishment, achievement should pervade the work. We are better satisfied when we feel that obstacles are being overcome and that each day brings us somewhat nearer the goal. So the campaign of our English work should be mapped out, and certain strongholds of error should be attacked and conquered in these campaigns, and it should be understood that these errors are not again in this class to show signs of life.

AN ATTEMPT AT WORKING OUT A COURSE IN ENGLISH

ANTHONETTE DURANT, State Normal School, Platteville, Wisconsin

English is considered basic, and therefore it is given precedence in the curricula of universities, colleges, and normal schools. The results do not justify the time spent. The courses of study of the normal schools of Wisconsin are organized on the departmental plan. Students are segregated on the basis of the departments in which they plan to teach—primary, upper grade, and high school. The needs of the children determine the content of the courses in English. The Training School is the laboratory of the Normal School, where the theories of instructors are tried out. The reactions of the children to subject-matter and method determine the soundness of pedagogical theories. A course of study for the training school has been worked out by the laboratory method. This is the basis of the course of study in English for the Normal

Department. Grammar is required of all students. This requirement is justified on the ground that grammar has a basic relation to all English courses. Warfare is waged against the speech errors of faculty, students, and children. A knowledge of grammar is essential as a basis for the correction of speech errors. The courses of study in composition and literature for the Normal-School classes are practical and cultural, practical from the standpoint of subject-matter and method, and cultural from the standpoint of scope.

PRELIMINARY REPORT ON ENGLISH IN THE NORMAL SCHOOL

W. H. WILCOX, Maryland State Normal School, Baltimore, Maryland

The National Council of Teachers of English recently appointed the following named persons as a committee to study the teaching of English in the normal schools of the United States: Walter Barnes, State Normal School, Fairmount, West Virginia; Herbert E. Fowler, State Normal School, Lewiston, Idaho; Ida Mendenhall, State Normal School, Geneseo, New York; C. R. Rounds, State Normal School, Milwaukee, Wisconsin; Florence Skeffington, State Normal School, Charleston, Illinois; Elizabeth Tait, Normal School for Girls, Philadelphia, Pennsylvania; W. H. Wilcox, State Normal School, Baltimore, Maryland. The work of the committee is to ascertain what is being done in all the standard normal schools of the country in the teaching of English, and to make a close study of a number of normal schools whose courses seem to have special merit. To hasten the investigation, each member of the committee will carry on the work in a certain section of the country. The results of all will then be combined, and it is hoped that the committee will be able to formulate certain principles and suggestions looking to a standardization of the English course in normal schools. The committee now makes a preliminary report, defining the aim, the scope, and the method of its work in order that it may receive suggestions for making the work most effective.

LIBRARY SECTION

Chairman, IRENE WARREN, School of Education, University of Chicago
Secretary, HELENE DICKEY, Chicago Normal College

The most interesting feature of this meeting was a strong paper by E. R. Barrett, State Normal School, Emporia, Kansas, on "The Service of the Library in a Teachers' College." The points made were the following:

Teachers must aid in making the library what it should be, "an extension school for every American citizen." The best work can be done when teachers and librarians know each other better. Most quarrels, whether between

individuals, communities, or nations, are caused by the ignorance of each of the combatants of the other's conditions, his needs, his desires, his manner of thought. Our own Civil War might have been averted if the North and the South had simply been better acquainted.

If the warring nations of Europe had, during the past fifteen years, spent in the study of each other's social, political, and economic conditions a hundredth part of what they have spent during the past year in war, would the awful conflict have been possible? Few believe it would.

The library in a teachers' college should perform the same service that a library does in any college. The library in an up-to-date teachers' college should have a children's department. It should be operated in close touch with the work in the training school. From the very beginning children should be taught to depend on the library as a place to find out anything they wish to know, and as a place for discovering interesting things. Children should be shown how the library will supplement texts. Illustrative material should be on hand to help them, and they should have study periods in the library.

Students who are to become teachers must be acquainted with best books for children and all available illustrative material.

To be most successful a teachers' college library should have an elementary department and a high-school department to supplement the work of the grades, besides the college section. It should have a strong reference section. Magazines and newspapers are important. It must have a good bulletin board; also a library of lantern slides.

The most essential factor of all is the right kind of a librarian. He should be kind and sympathetic, aggressive, well trained in his profession, and be given a salary as a head of a department.

A course should be given in library training.

An enthusiastic discussion followed this paper led by Miss Warren and participated in by the following librarians present: Miss Louise F. Encking, Oshkosh State Normal School, Miss Effie Powers, Carnegie Library, Pittsburgh, Miss Mary Booth, State Normal School, Charleston, Illinois, and Miss Helene L. Dickey, Chicago Normal College. The chief topics touched upon were: the children's department in a teachers' college and illustrative material. Bulletins, charts, and pictures were shown by Miss Warren and Miss Dickey.

Miss Julia E. Elliott, of "The Indexers," Chicago, told of her plan of indexing books for high-school libraries as follows:

About 352 volumes in history, 69 volumes in commercial and physical geography, and 249 volumes in literature, science, and miscellaneous classes have been catalogued and the most important ones analyzed, making a total of 8,135 entries.

The commercial geography books, 69 in number, require 2,126 cards, including cross-references. This work was done in co-operation with the University high school, and subjects were chosen in consultation with Miss Warren, the College librarian, and Miss Henderson of the Commercial Geography Department.

For example, when the class is studying cotton, the student will find in the card catalogue under the word "cotton" references to all the books that contain anything on the subject.

In history, books like McMaster's *United States History*, Hart's *American Contemporaries*, *Old South Leaflets*, and other sourcebooks, as well as single histories and biographies of statesmen, have been practically indexed for the topics usually needed by the student, so that all the material on any one topic in whatever book it may be found is instantly available in the card catalogue.

The cost of the cards is two cents per card if separate titles are ordered, or one and one-half cents if a complete set of any one subject is ordered.

The list is not by any means a model one; it has grown as necessity required in organizing different libraries; and it is being added to from time to time as demands arise.

Printed lists of the books catalogued are available. These lists serve as order lists. They show the number of words needed for each book, so that the cost may be readily computed.

By a change in time of meeting, Miss Iva M. Butlin was prevented from reading her paper. It was outlined as follows:

THE LIBRARY AS AN AID IN THE TEACHING OF ENGLISH

IVA M. BUTLIN, Associate Librarian, Beloit College, Beloit, Wisconsin

Ways in which the library may be of greatest service:

1. By providing materials needed for modern English teaching: (a) a wide range of books for collateral readings and other purposes; (b) periodicals for the use of students; for the use of instructors only; for courses in periodical literature; (c) pictures, of use directly as illustrative of literature, indirectly to show the relation between the literature and art of any given period.
2. Efficient library service—competent librarian and staff. The librarian should be the equal of any member of the faculty and the influence of the librarian equal to that of members of the faculty.
3. The library should be the source of material for oral and written English: in relation to the work of the classroom; in relation to outside activities—literary, dramatic, and debating societies.
4. By encouraging good reading through special exhibits and various ways of placing books in the way of students.
5. By encouraging the ownership of books through display of attractive editions and catalogues of second-hand books.

6. By co-operation between teacher and librarian: the librarian may furnish monthly lists of new material of interest to the teacher, together with a list of all books in the library in his department. He may arrange a display of new textbooks and books on methods from the publishers. He may provide for an English club room in the library. He may give bibliographic instruction: a required course related to Freshman English course; elective courses. There is need of more uniformity in courses offered in various institutions.

The evening session was held jointly with the elementary- and normal-school sections. Papers pertaining to the library were read by Mrs. Gertrude Reynolds and Miss Effie L. Power, abstracts of which follow.

CHILDREN'S USE OF BOOKS AND LIBRARIES: SOME POSSIBILITIES

MRS. GERTRUDE M. REYNOLDS, Junior High School, Charleston, West Virginia

A teacher needs special preparation in order to get the best results from the use of books and libraries for her children. Normal schools should give this. The vast numbers of us who have not had such training must give the time and work necessary to acquire resourcefulness in collecting material, definiteness in assigning research work, and the ability to help pupils use the library intelligently. Any teacher can have a knowledge of the best material to supplement her work by getting acquainted with the librarian, taking suggestions from her, studying bibliographies, catalogues, book lists, etc.

Then the teacher must know what is available in the library for her use. She will learn this by visiting the library and becoming acquainted with the classification, cataloguing, numbering, and arrangement of the books on the shelves.

Next, the teacher must be able to select, classify, and group material for the use of her children. She can then take them in groups to the library and instruct and train them to become self-reliant in the use of the books found there.

Just how definite a teacher should be in assigning her reference work depends largely upon the amount of training her class has had in the use of the library.

The English teacher, more than any other, is responsible for developing a taste for good reading among the children. She must be acquainted with juvenile literature. She must appreciate the feelings and emotions of children. She must know her pupils individually, how much each reads, the character of the reading, and have books on the required list varied enough to meet the needs of each child.

Here we must exercise the greatest care in order that the child that has had its reading wisely directed shall continue to develop a taste for the best; that the one that reads, but reads the poorest class of books, may be led gradually

to a higher plane; and that the one that has not read all, for such we find, shall be given the book that will appeal to him in such a way that he will continue to read, and not be driven farther away from books.

Our task as English teachers is great, but our opportunity is equally great.

TRAINING FOR LIBRARY WORK WITH CHILDREN

EFFIE L. POWER, Carnegie Library, Pittsburgh, Pennsylvania

A visitor once came to the entrance of a children's room and looked about him. His first impression was one of surprise that so many children were reading quietly at the tables, and he entered the room and walked among them. Finding himself unnoticed by the children, he approached the children's librarian. The conversation which followed took many turns, but he finally said, "But, of course, *you* get the *reading* child." Who is this reading child and what part has the library played in creating and stimulating his love of books?

The modern children's room, which is the highest expression of library work with children, has developed within twenty-two years. Previous to 1893 library work with children was carried on chiefly through the schools. Classroom libraries were sent to schools by libraries. These were miscellaneous collections of about fifty books to be issued to the children by the teacher for home reading.

This movement spread rapidly because most librarians saw in it a means of "taking care of the children" in a safe, comfortable way, but not for long. The result was an increased interest in books which could not be confined within the walls of a school room. Children flocked to the libraries in such numbers that special rooms were provided, and today the administration of a children's room requires a high standard of librarianship. Special lectures on children's work are given in seventy library schools as a part of a general course, but the Training School for Children's Librarians of the Carnegie Library of Pittsburgh is the only school training exclusively for library work with children. It offers its regular two years' course and a special course of one year to graduates of other library schools. Special emphasis is placed upon a study of standard and classic children's books and story telling as a means of interesting children in reading.

PUBLIC-SPEAKING SECTION

Chairman, FRANK M. RARIG, University of Minnesota, Minneapolis, Minn.

Secretary, ROBERT I. FULTON, Ohio Wesleyan University, Delaware, Ohio.

The Public-Speaking Section of the National Council of Teachers of English was called to order at 2:30 P.M. The attendance was the largest since the organization of the section, and North Room was not large enough to accommodate the audience.

An able paper on "Oral Composition in the High School" was read by Miss May McKittrick, assistant principal of the East Technical High School of Cleveland, Ohio. There was no discussion since the member appointed to lead was absent.

This was followed by an address on "Practical Applications of Oral English in High Schools" by Miss Mary E. Courtenay of the Englewood High School, Chicago, Illinois. Without a scrap of paper to recall her line of argument Miss Courtenay gave a half-hour of most compelling thought, interesting illustrations of the uses of oral English, and something of her methods of teaching this practical subject. The discussion was continued by the chairman and by Mr. C. H. Woolbert of the University of Illinois, Miss Margaret Baker of the Parker High School, Mr. R. I. Fulton of Ohio Wesleyan University, and Mr. J. S. Gaylord of the Winona Normal School of Minnesota.

The concluding paper, on "Preparation in Expression of High-School Teachers of English," was given by Mr. T. C. Trueblood of the University of Michigan, an outline of which follows. This address was discussed in a written paper on the same subject by Mr. L. R. Sarett of the University of Illinois.

With the conclusion of the literary meeting the section went into executive session, and the interesting question of its relation to the newly organized National Association of Academic Teachers of Public Speaking was freely discussed. Mr. Irvah L. Winter of Harvard University addressed the section, giving the viewpoint of the directors of the National Council of Teachers of English. The motion was made by Mr. Fulton and seconded by Mr. O'Neill, president of the new organization, to continue the present arrangement of holding the sessions of the two organizations at the same time and place and of so dividing the time that the members can attend both. The section is to continue with the National Council and hold its meeting on the afternoon of Friday of Thanksgiving week, at which time the National Association will suspend its session and attend the section meeting. This was a happy solution of the problem, and all members seemed pleased with the outcome.

The connection of the two associations was further strengthened by the stipulation that the chairman of the section should always be a member of the Executive Committee of the National Association of Teachers of Public Speaking. Mr. Dwight E. Watkins, of Knox College, Galesburg, Illinois, was then elected chairman of the section for the ensuing year, and Miss Mary E. Courtenay of Englewood High School was elected secretary.

ORAL COMPOSITION IN THE HIGH SCHOOL

MAY MCKITTRICK, Assistant Principal, East Technical High School, Cleveland, Ohio

The importance of oral composition is beginning to be fully recognized. Indeed, there is danger that an interregnum of "just talk" may succeed the "reign of red ink." What should be sought is not a substitution of oral work for written, but a closer relation of the two.

The chief difficulty to be met is that of getting the pupil to arrange his ideas in a clear and coherent manner. He must first find his material. Brief discussion by one or two members of the class will often start trains of thought for all. Then follows organization, which can best be accomplished by outlining. The pupil should here consider his audience. Criticism of oral composition must be directed mainly at larger matters, not at details of expression. Pupils should be trained in self-criticism.

TRAINING IN EXPRESSION OF TEACHERS OF ENGLISH

THOMAS C. TRUEBLOOD, University of Michigan, Ann Arbor, Mich.

In introducing the subject, Professor Trueblood compared the teaching of English in high school and academy of forty years ago with that of today. Little of English was taught then but English grammar, with sentence analysis showing the interdependence of words. Once a term short "compositions," the bane of our lives, were prepared and presented before the whole school, and these on subjects of our own choosing. No attempt was made to make writing easy and natural for the student, and little attempt was made to give freedom of oral expression, or to correct mistakes in English and pronunciation as they came up in ordinary class recitation. The best use of English was gained by the translation from the Latin or Greek, as none of the other languages were used in the academies then.

As for English literature, there was no such subject taught—at least not under that name. What we had was in the school readers, in which there were choice passages from the authors, famous poems and speeches, which, with the explanations given by the teacher, were inspiring to us in our interpretation of them, but we got little or no insight into intensive study of literary masterpieces or whole books.

Now how changed! English literature and rhetoric have become well-established departments of instruction. Through oral and written English, expression is becoming more easy and more efficient. Instead of superintendents of schools leaving this work to the latest addition to the high-school faculty, or to the only one out of a job, whether she knows anything about it or not, they place this subject in the hands of teachers specially trained in the subject.

What courses should be recommended for those who intend to specialize in English? As a general foundation a liberal education is essential. This

should include history, philosophy, mathematics, political science, and much language, for these subjects give breadth of view, toughen mental fiber, and prolong the period of youth. This does not mean that the subjects I am about to mention should not also be included in such an education for almost any walk of life.

Three lines of special work should then be emphasized: First, a study of English literature. This includes a historical outline of the subject, an intensive study of general masterpieces, and a still more intensive study of literature by single authors, with much actual vocal interpretation in the classroom, for the teacher of today must be able to interpret as well as dissect literature.

Secondly, on the rhetoric side, there should be a practice of oral English all through the grades and the high school. Pupils should be required to put their answers to questions in clear vocal form, and should be helped to clear and organized thinking, for unclear expression is generally the result of unclear thinking. As teachers learn by attempting to make things clear to students, so students learn and fix knowledge by oral expression of their ideas, for it stimulates the impulse to think, and clears up the thought. Like writing it awakens imagery, strengthens diction, extends the vocabulary, broadens the view, and requires prompt and rapid thinking.

Thirdly, teachers of English need thorough training in the rudiments of public speaking, that the bodily instrument may be attuned to respond to the intellect and feeling. There should be careful training in voice to make it more flexible, wider of range, and more agreeable in quality. Technique in voice and action is necessary, and teachers should not be afraid of it. Men like Everett, Phillips, Beecher, Bryan, Dr. Jefferson, and Bishop Hughes were products of severe technical training and none have been more successful as speakers.

Courses in the interpretation of literature, of great speeches, give opportunity for the application of the powers of expression, for effectiveness before an audience. What better way is there for a teacher of English to make a book or a play a living reality than by taking vital chapters or scenes and presenting them publicly in the drawing-room or on the public platform? It not only stimulates interest in the literature, but there is a reflex action on the speaker himself and it gives him additional power in teaching literature.

Finally, there is the intensive training that comes from preparing briefs for extempore speaking, or to be used in debating public questions, either in the classroom or on the public platform. These give useful, steady power and wide knowledge of affairs, and strengthen immeasurably the teacher's power.

In discussion of Professor Trueblood's paper Mr. Lew R. Sarett said in part:

We have heard an exhaustive presentation of the subject of the preparation of the regular English teacher. This may be supplemented by some

account of the preparation of the person who must teach oral composition and public speaking.

In the first place, such a person must be made aware that speaking to an audience is not identical with speaking in conversation. A more formal manner, though not a stilted one, is required. Again, the teacher of oral expression must not waste time on niceties of pronunciation which never can have value in his part of the country. There are plenty of practical difficulties in pronunciation to occupy his time. Above all, pupils should be taught to *convince* their audiences.

Almost as bad as teaching nonessentials is the teaching of extremes. Affectation is the chief fault here. Lispering has actually been developed by continued straining after an exaggerated distinctness of enunciation.

The principal remedies for the two chief defects in teaching oral English, namely, attention to nonessentials and going to extremes are, first, training for the teacher, and, second, standardization within the field of expression. What is most needed is balance and perspective.

NOTICE

Special meetings of the National Council of Teachers of English will be held at Detroit, February 24 to 26, 1916, in connection with the Department of Superintendence of the National Education Association, and in New York City, July 6 and 7, in connection with the summer meeting of the National Education Association. The next annual meeting of the Council will be held in New York City on Thanksgiving Day and the two days following, in November, 1916.